

**Northern Lehigh School District**  
**TEACHER INDUCTION PROGRAM**  
**Board-Approved January 2009**

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PLEASE NOTE: Mentors receive a stipend for their services. It is the expectation that meeting times will be scheduled either before or after school, and at least once each week. It is also the expectation that the mentor assists the inductee in performing his duties successfully and comfortably, provides the inductee with information that stimulates professional growth, and inspires a positive attitude towards teaching in the Northern Lehigh School District.

**Northern Lehigh School District**  
**TEACHER INDUCTION PROGRAM**

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**GOAL**

**The goal of the Northern Lehigh School District Induction Program is to assist beginning teachers with the transition into teaching and to provide a program of experiences, activities and studies for each new teacher to best develop his/her individual style within the framework and expectations of the district.**

**Objectives-**

- \* To build a strong mentor relationship between the beginning teacher and the mentor teacher.
- \* To build a knowledge base of essential resources, policies and procedures.
- \* To understand effective classroom techniques and procedures.
- \* To insure knowledge of the district.
- \* To insure knowledge of the practice of professional education.

**ASSESSMENT PROCESS**

Each building principal, along with the support of the Induction Plan Coordinator, oversees the completion of all components of the Induction Plan for new employees in his or her building. All teachers who are new to the teaching profession and who are hired by the district as full- or part-time temporary professional employees will participate in the Induction process.

The individual needs of all new temporary professional employees will be assessed at the beginning of each employee's hiring period. These needs will have been identified from the employment interview by the building principal or supervisor, a mentor checklist of topics for new employees, and a needs assessment survey. Throughout the school year, the inductee and mentor meet with the building principal to assess the inductee's progress in the Induction Program. In order to assess this progress, the building principal will examine the inductee's journal of mentor meetings and topics for discussion and the inductee's observation summaries. The building principal will also observe the inductee in the classroom in order to provide immediate and appropriate feedback on the inductee's performance in the classroom.

## **THE MENTOR**

**The mentor teacher is selected by the building principal, pending approval by the Superintendent.**

### **Criteria-**

- An experienced teacher with no less than five years of successful teaching experience and who has an Instructional II certificate
- A teacher from the same building as the inductee, whenever possible (and preferably with a similar assignment)

### **Qualities of Mentor Teachers-**

- Are recognized as excellent teachers.
- Teach district curriculum.
- Work well with children and adults.
- Have good organizational skills.
- Have knowledge about and use a variety of classroom organization and management techniques.
- Are skilled in working with groups of people.
- Are enthusiastic.
- Have a desire to serve.
- Are respected by his/her fellow professionals.
- Have a positive attitude toward the teaching profession and the school district.

### **Responsibilities of the Mentor-**

- Meet with inductee a minimum of once a week.
- Maintain a log of meeting dates and topics of discussion with inductee.
- Attend meetings with principal and inductee each month.
- Establish rapport as a helping person.
- Help new teacher to identify immediate and pressing needs.
- Provide support for the inductee through coordinating activities and channeling feedback to the inductee.
- Provide support in curriculum, instruction, and assessment.
- Provide support in building-level processes and procedures.
- Complete a program assessment at the building level.

### **Compensation**

Mentors will be paid per District policy and are expected to complete a minimum of 36 hours of mentoring support to the new employee.

## **Responsibility of the Inductee**

- Participate in the district's induction activities.
- Cooperate with the mentor teacher.
- Maintain a journal of meetings with mentor.
- Attend all scheduled meetings.
- Participate in visitations to other classrooms.
- Complete a program assessment.

## **ACTIVITIES AND TOPICS**

As defined by contract, new teachers are required to attend three pre-session professional development days during the first year of employment, two pre-session professional development days during the second year of employment, and one pre-session professional development day during the third year of employment. Following is a suggested list of district and building topics that are addressed during pre-session activities and throughout the year in meetings with mentors and with principals. Items marked with an asterisk are required during the first year. Professional development under the Induction Plan occurs during the required pre-session days and throughout the year during weekly meetings with mentors and monthly meetings with principals. In addition to the topics listed below, all new teachers in grades K-6 will participate in training related to the Response to Intervention initiative; all new teachers in grades 5-12 will participate in training related to adolescent literacy (Reading Apprenticeship Framework); and all new teachers will participate in training related to data analysis and use of the district's data warehouse program.

### **District Topics**

- Introduction of new staff to the district\*
- Employment benefits\*
- Certification and tenure\*
- Code of Professional Practice and Conduct for Educators\*
- Overview of Danielson's *Enhancing Professional Practice: A Framework for Teaching*\*
- Differentiated Supervision\*
- Emergency Procedures\*
- Relationship with students
- Community resources
- Pupil personnel services.
- School board and policies and governance\*
- NLEA services\*
- Relevant law, including IDEIA and Chapter 4\*
- Curriculum process
- Classroom organization and management
- Explanation of Induction Plan\*
- Business office services\*

**School Topics**

- Working with support staff
- School safety issues
- Budgeting and supplies\*
- Library and media services
- Student behavior strategies\*
- Special education services and understanding specially designed instruction\*
- Gifted Program Guidelines and strategies that work with gifted/high potential learners\*
- ESL Program Guidelines and strategies that work with English Language Learners\*
- Student referrals and evaluations
- Student records
- Student rights and responsibilities
- The teacher evaluation process\*
- Reviewing evidence required for each domain of the *Framework for Teaching*\*
- Reviewing building-specific practices, such as the procedure for evaluating high school graduation projects
- Parent conferences and parent/teacher communications
- Guidance services
- Parent-teacher organizations
- Information technology services and integrating technology into professional practice\*
- Classroom organization and management\*
- School facilities

| <b>Pre-Session PROFESSIONAL DEVELOPMENT SCHEDULE [Example]</b>                |                                     |   |
|---|-------------------------------------|---|
| <b>YEAR 1</b>   | <b>YEAR 2</b>                       | <b>YEAR 3</b>                                       |
| Overview of Framework for Teaching  | Seminar in Classroom Management I   | Seminar in Classroom Management II                  |
| Overview of IDEIA and District Special Education Procedures                   | Differentiated Instruction          | Strategies for Motivating and Engaging All Learners |
| Overview of District Policies, Differentiated Supervision, and Strategic Plan | School Law, Policy and Expectations | An Introduction to Understanding By Design          |
| Overview of Teacher Induction Program and Introduction of Mentors             |                                     |   |
| An Introduction to District Technologies                                      |                                     |   |

## **EVALUATION AND MONITORING**

Throughout the year, the building principal is responsible for monitoring the inductee's progress within the Induction Plan. During monthly meetings with the mentor and inductee, the principal reviews the meeting journal and observation summaries and provides guidance and insight as needed. Additional professional development topics will be addressed during these meetings based on the needs of the inductee.

It shall be the responsibility of the Building Principal to:

- Select mentors.
- Provide orientation sessions for inductees and mentor teachers.
- Meet monthly with mentor teachers and inductees for purpose of monitoring inductee process and providing assistance as needed.
- Observe the inductee eight times throughout the year.
- Maintain documentation of each beginning teacher's induction program and submit documentation to the Director of Curriculum and Instruction.

It shall be the responsibility of the Director of Curriculum and Instruction to:

- Serve as Induction Program Coordinator unless otherwise specified by the Superintendent.
- Gather Induction Program evaluation reports from inductee, mentor, and principal and consider this information for future program changes.

It shall be the responsibility of the Superintendent to:

- See that the induction process is developed and completed
- Select an induction program coordinator.
- Evaluate the induction process.
- Approve mentors.
- Maintain records of completion.
- Verify completion to the Department of Education.

## **INDUCTION PROGRAM COMPLETION REQUIREMENTS**

Completed documentation will be submitted to the building principal. The following documentation is required:

- \* An evaluation of program by inductee, mentor and administrator.
- \* A copy of the weekly journal by the inductee including the descriptions of weekly meetings with the mentor teacher and monthly meetings with the principal. This journal should be a contemporaneous record of required topics.
- \* A complete list of all professional development activities in which the inductee participated throughout the year. A minimum of 8 activities is required.
- \* A reflective summary for each of three classroom observations.
- \* The building principal forwards each inductee's completed packet, including all forms, to the Director of Curriculum and Instruction on or before the last day of school. (Exceptions will be made for those teachers during the school year.)
- \* Failure to submit the required information will delay the processing of program completion and may result in the need to extend the length of the Induction Program for the inductee / mentor team.

Upon the completion of the above activities and submission of the required documentation, the Superintendent will sign the Induction Program Record Form and a letter will be forwarded to inductees stating they have successfully completed the induction program.

## VERIFICATION CHECKLIST TO BE COMPLETED BY INDUCTEE

Attended district-wide orientation meeting \_\_\_\_\_  
Date

Attended a building-based orientation session \_\_\_\_\_  
Date

Participated in weekly meetings with mentor teacher  
(Attach copy of journal : mentor and inductee journals)

Participated in monthly meetings with mentor teacher and building principal

September \_\_\_\_\_

February \_\_\_\_\_

October \_\_\_\_\_

March \_\_\_\_\_

November \_\_\_\_\_

April \_\_\_\_\_

December \_\_\_\_\_

May \_\_\_\_\_

January \_\_\_\_\_

Participated in school/community activities (open houses, PTO, parent's night, etc.)  
\_\_\_\_\_  
Date

The inductee participated in district workshops (list events and dates or attach a printout of CPE Tracker report

\_\_\_\_\_  
\_\_\_\_\_

Classroom observations – minimum of three (list dates, teacher observed, and attach a written reflection for each observation)

*Signatures:*

\_\_\_\_\_  
Inductee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_  
Date

**PROGRAM ASSESSMENT - INDUCTEE**

Note: Responses are confidential

1. Did this program provide you with adequate support as a new teacher?  
Explain:
2. What things would you suggest be added to aid the incoming teacher?
3. What changes in the program would you recommend?
4. To what extent were the following objectives met by the program?

Excellent Good Fair

- Improvement of teaching skills
- Adjustment to district and building standards and operations
- Adjustment to student needs
- Assistance with professional growth

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Name

Additional Comments:

**PROGRAM ASSESSMENT – MENTOR TEACHER**

**Note:** Responses are confidential

1. Did this program provide adequate support to the new teacher?

**Explain:**

2. What things would you suggest be added to aid the incoming teacher?

3. What changes in the program would you recommend?

4. To what extent were the following objectives met by the program?

**Excellent Good Fair**

- Improvement of teaching skills
- Adjustment to district and building standards and operations
- Adjustment to student needs
- Assistance with professional growth

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Name

Additional Comments:

## PROGRAM ASSESSMENT – PRINCIPAL

1. Did this program provide adequate support to the new teacher?

**Explain:**

2. What things would you suggest be added to aid the incoming teacher?
3. What changes in the program would you recommend?
4. To what extent were the following objectives met by the program?

**Excellent Good Fair**

- Improvement of teaching skills
- Adjustment to district and building standards and operations
- Adjustment to student needs
- Assistance with professional growth

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Name

## Weekly Meeting Journal

**Mentor and Inductee complete this together.**

**I. Inductee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Mentor:** \_\_\_\_\_

Check an area (or areas) below you would like to use as the focus for the meeting. This is not a comprehensive list and the topics are not listed in any specific order!

|                                |                                     |   |                     |
|--------------------------------|-------------------------------------|---|---------------------|
| Behavior/ Classroom Management | Student Assessment/ Grading         | Absences, Personal Days, Bereavement Days | Building Procedures |
| Curriculum & Instruction       | Teaching a Lesson/Lesson Reflection | Parent Involvement/ Parent Contact        | Supplies/Budget     |
| Academic Concerns              | Portfolios                          | Technology                                | Other(specify):     |

**FOCUS:** *Question or Concern*

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**NOTES:** *Suggestions or Affirmation of Ideas*

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## **CHECKLIST for SUPPORT:**

### **\_\_\_The following forms/items are available in your building office:**

- Forms for Absences
- Forms for Substitute Teachers
- Forms for Conference Requests and Reimbursements
- Emergency Operations Plan
- Strategic Plan

### **\_\_\_The following forms/items are available on our web site:**

- Technology support
- Work orders
- District policies
- Strategic Plan
- School Board Information
- Differentiated Supervision
- Academic Standards
- Video Journal Library
- Links to CPE Tracker, CLIU, Career Pathways, LCTI, PDE

### **\_\_\_The following information is available on the CLIU Website:**

- Professional Development Information
- Educational Technology Information

### **\_\_\_The following information is available through the C & I Office**

- Video Journals (many topics)
- Committee Information: Professional Development, Safe Schools, Wellness Advisory Council
- CPE Tracker Information
- Curriculum Information
- Assessment Information
- ESL Information
- Gifted Information
- Certification Information
- Policy Information
- Technology Integration Information

### **\_\_\_Key Building Resource People:** THE SECRETARY, Your Mentor, Principal, Librarian, Guidance Counselor(s), the Custodian, NLEA Representatives

### **\_\_\_Your classroom should have:**

- A telephone
- An Emergency Flip Chart

# **The Code of Professional Practice and Conduct for Educators**

## **Section 1. Mission**

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

## **Section 2. Introduction**

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

## **Section 3. Purpose**

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

## **Section 4. Practices**

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employe Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be

assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

## **Section 5. Conduct**

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

## **Section 6. Legal Obligations**

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

## **Section 7. Certification**

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

### **Section 8. Civil Rights**

The professional educator may not:

- (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

### **Section 9. Improper Personal or Financial Gain**

The professional educator may not:

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

### **Section 10. Relationships With Students**

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

### **Section 11. Professional Relationships**

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.11. All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.